DOCUMENT RESUME

ED 384 197 EC 304 038

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TITLE Making Tech Prep and School To Work Realistic Options in Transition Planning.
PUB DATE 9 Apr 95
NOTE 16p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Education; Associate Degrees; *College School Cooperation; Definitions; *Disabilities; *Federal Legislation; High Schools; Postsecondary Education; Program Development; School Business Relationship; Technical Education; *Tech Prep; Two Year Colleges; Vocational Education; Work Experience Programs
IDENTIFIERS *School to Work Opportunities Act 1994

ABSTRACT

Information is provided on tech prep education programs, which are part of a restructuring movement that combines secondary and postsecondary programs to provide technical preparation in a field such as engineering technology, agriculture, health, or business. Information on the following topics is outlined: seven essential elements of tech prep; amendment to Tech Prep contained in Title VII(B)711(a) of the School-To-Work Opportunities Act, PL 103-239; Wisconsin definition of tech prep and a definition of "equitable participation"; tech prep implementation; facilitators and barriers to enrolling students with disabilities in tech prep; what is needed to help enroll students with disabilities in tech prep; eight titles of the School-to-Work Opportunities Act (STWO) of 1994; descriptions of the STWO school-based learning component, work-based learning component, and connecting activities component; governance; types of STWO grants; and information on states receiving STWO grants. (SW)

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1

Making Tech Prep and School To Work Realistic Options in Transition Planning
Presented at the
Council for Exceptional Children's Annual Convention
"Racing to Excellence"
Indianapolis, IN
April 9, 1995
by
John Gugerty
Center on Education and Work

- **What is tech prep?**
- **Commentary**
- **What can you do?**
- **What is School to Work?**

2

What Are Tech Prep Education Programs?

- **Tech Prep is part of a broad educational restructuring movement whose primary concern is improving education so that all students attain higher levels of technical and academic competence.**

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3

What are... continued

- **Combined secondary and postsecondary programs that:**
  - **lead to an associate degree or two year certificate**
  - **provide technical preparation in at least one field of:**
    - » **engineering technology**
    - » **applied science**
    - » **mechanical, industrial, or practical art or trade**
    - » **agriculture**
    - » **health**
    - » **business**
  - **build student competence in mathematics, science, and communications (including through applied academics) through a sequential course of study; and**
  - **lead to placement in employment**

4

Seven Essential Elements Of Tech Prep

- **Articulation Agreements**
- **Appropriate Structure**
- **Curriculum Development**
  - **integrated**
  - **applied**
  - **nonduplicative**
  - **sequential (no gaps)**
- **Joint Inservice Training For Teachers**
- **Counselor Training**
- **Equal Access For Special Populations**
- **Preparatory Services**
  - **Can include outreach/recruitment, career counseling, vocational assessment, and other services.**

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5

Amendment To Tech Prep Contained In Title VII(B)711(a) Of The School-To-Work Opportunities Act, PL 103-239

- **Contents of Program -- Section 344(b)(2) of the Tech Prep Education Act (20 USC 2394(b)(2)) is amended by inserting "or 4 years" before "of secondary school".**
- **This amendment adjusts "Part E, section 344(b)2) Tech Prep Education" of the Carl D. Perkins Vocational Education Act to read as follows:**

6

Amendment... continued

(b) Contents of Program.-Any such program shall-

- **(1) be carried out under an articulation agreement between the participants in the consortium**
- **(2) consist of the 2 years or 4 years of secondary school preceding graduation and 2 years of higher education, or an apprenticeable program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field;**

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Wisconsin Definition Of Tech Prep

Tech prep education programs **consist of the last two years or four years of secondary school preceding graduation (two plus two or four plus two) and two years of higher education, or an apprenticeship programs of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.**

Source: 1996 Project Application Guidelines: Tech Prep Projects
WI Department of Public Instruction
Wi Technical College System Board

Wisconsin Definition of "Equitable Participation"

Proportional incidents of special populations enrolled in, and successfully completing all of the elements associated with tech prep. Achieving equitable participation typically requires "affirmative action," "recruitment," "related services," "assistive technology," and "other supplemental aids." The percentage of special populations benefiting by each element should at least be equal to their incidence in the total school population.

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2

Tech Prep Implementation

Tech prep implementation is defined [in Wisconsin] as:

- **Cooperation among K-12 schools, technical colleges, universities, business, labor, and community to develop**
- **integrated/applied academic and technical curriculums which provide**
- **a coherent sequence of courses and experiences designed to provide high school graduates with a more technically oriented background leading toward**
- **successful transition from school to technical education.**

Source: 1996 Project Application Guidelines: Tech Prep Projects
WI Department of Public Instruction
Wi Technical College System Board

10

Facilitators & Barriers To Enrolling Students With Disabilities In Tech Prep:

- Admin./staff Attitude
  Organization
  - philosophy
  - structure
  - resources
- Instructional approaches
  - strategies
  - support
- Student
  - knowledge/skill
  - attitude
  - expectations
- Parent
  - knowledge
  - attitude
  - expectations

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11

Other Potential Barriers Or Facilitators:

- State Tech Prep Requests For Proposals (RFPs)
- National Evaluation of the Tech Prep Ed Program, draft standards
- National Assessment of Vocational Education
- National Education Organizations
  - » American Vocational Association
  - » American Association of Community Colleges
  - » American Association of School Administrators
  - » National Association of Secondary School Principals
  - » National Association of State Directors of Vocational Technical Education
  - » National School Boards Association
- BLOCK GRANT AND OTHER CONSOLIDATION PROPOSALS

12

To Help Enroll Students With Disabilities In Tech Prep, You Need To:

- Acquire Current Information about

1) tech prep
   - description of your local tech prep program the state's timetable for developing the request for proposals (RFP)
   - a copy of the last tech prep RFP
   - the time table for the next tech prep proposal development timetable
   - names of your own tech prep coordinator and tech prep council (note: the "tech prep" name may be changed to School To Work ...")

2) school-to-work planning grant/implementation grant efforts in your state

3) job training consolidation efforts, both in your state and at the federal level.
   - what will be consolidated (note: this may include part or all of rehabilitation services)
   - governance mechanisms, such as Human Resources Investment Councils, both state and local
     - » membership and decision making scope and process

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- **Take Action**
  - Volunteer for special populations advisory committees mandated by the Perkins Act
  - Volunteer for local decision making councils (Tech Prep, School to Work, Human Resources Investment Councils)
  - Volunteer to help develop local administrators develop proposals/applications for tech prep, school-to-work, one-stop career centers, or other funding streams
  - Provide testimony at the local, regional or state levels
    - » Human Resources Investment Council (if this is an option)
    - » Local Tech Prep plan and/or school to work plan
    - » State Tech Prep plan and/or school to work plan
    - » Local and state Carl D. Perkins Act Title II plan

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- Volunteer for state/local policy, review, advisory, or evaluation bodies
- Organize or join professional/advocacy groups to influence policy, plans, and the content of state requests for proposals
- Find out if your school/consortium will use all of its tech prep or Perkins Title II funds. If not, have options ready
- Enlist parental support for inclusion
- Develop a tech prep component (or "School to Work" as the terms evolve) in students' IEPs.
- Make sure students enroll in prerequisites needed for their chosen areas of study.
- Provide and/or arrange for needed support services for students with disabilities enrolled in your consortium's tech prep programs.
- Systematically monitor students' progress.

- ***Persist***

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15

What is School To Work?

- **P.L. 103-239, the School-to-Work Opportunities Act of 1994 has eight titles:**
  - I STWO basic program components
  - II STWO system development and implementation grants to states
  - III federal implementation grants to partnerships
  - IV national programs
  - V waiver of statutory and regulatory provisions
  - VI general provisions
  - VII other programs
  - VIII technical provisions

16

STWO Title I - Basic Program Components

School-to-work programs much provide "all students with equal access to the full range" of the required program components:

- school based learning
- work based learning
- connecting activities

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17

The School Based Learning Component Must Include:

- **Career awareness and career exploration and counseling, beginning no later than seventh grade**
- **initial selection of a career major by interested students no later than eleventh grade**
- **a program of study designed to meet the state academic content standards, including standards developed under Goals 2000, and to meet requirements necessary for post secondary education and a skill certificate**

18

- **a program of instruction and curriculum that integrates academic and vocational learning and incorporates instruction, to the extent practicable, in all aspects of an industry related to the student's career major**
- **regularly scheduled evaluations with students and dropouts to identify their strengths and weaknesses and areas for additional learning opportunities**
- **procedures for easy entry into additional training or post secondary education and to facilitate the transfer of students between education and training programs**

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12

The Work Based Learning Component Must Include:

- work experience
- a program of job training and work experiences that are relevant to the career major of the student and which are coordinated with the school-based learning component
- work place mentoring
- instruction in general work place competencies
- broad instruction, to the extent possible, in all aspects of the industry

20

The Connecting Activities Component Must Include:

- matching students with the work based learning opportunities of employers
- providing for each student a school site mentor to act as liaison between the student and others
- providing technical assistance and services to employers and others in designing school based learning components, counseling and case management services
- training teachers, work place and school site mentors, and counselors

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21

- **providing assistance to schools and employers to integrate school based and work based learning and integrate academic and occupational learning into the program**
- **encouraging the active participation of employers in school based and work based learning programs**
- **providing assistance to participants in finding appropriate jobs, continuing their education, or securing additional training and linking participants with community services that may be necessary to ensure a smooth transition from school to work**

22

- **linking youth development activities with employer and industry strategies for upgrading the skills of their workers**
- **collecting and analyzing information regarding post program outcomes on the basis of socioeconomic status, race, gender, ethnicity, culture and disability and on the basis of participants who are limited English proficient, school dropouts, disadvantaged students or academically talented students**

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23

Definitions I

- **"All students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school drop outs, and academically talented students.**

24

Definitions II

- **"Career Major" means a coherent sequence of courses or field of study that prepares a student for a first job and that integrates academic and occupational learning, prepares the student for employment in a broad occupational cluster or industry sector, provides the student with strong experience in and understanding of all aspects of the industry, results in the award of a high school diploma or its equivalent, such as an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate.**

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25

Governance I

- **"Local Partnership" means a local entity that is responsible for local school-to-work programs consisting of:**
  - **employers**
  - **representatives of Local education agencies**
  - **representatives of local post secondary educational institutions**
  - **local educators**
  - **representatives of labor organizations**
  - **students.**

26

- **Optional participants**
  - **community based organizations**
  - **national trade associations working at the local levels**
  - **industrial extension centers**
  - **rehabilitation agencies and organizations**
  - **local vocational education entities**
  - **parent organizations**
  - **teacher organizations**
  - **vocational student organizations**
  - **private industry councils.**

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Grants

- State Development Grants
- State Implementation Grants
- Subgrants to Local Partnerships

States Receiving STWO Grants

In early 1994, using Congressional appropriations of $100 million under the Carl Perkins Act and the Job Training Partnership Act, all states received development grants of $200,000 to $750,000 to develop plans to implement school-to-work systems. As of August, 1994, implementation grants were awarded to eight states. Over the next four years, all states should receive implementation grants, develop school-to-work systems, and acquire expertise that will enable continuation after federal funding ends. Award winning states are as follows:

- **Kentucky ($4,000,000, year one)**
  Contact: Beth Brinley, Workforce Development Cabinet, 2nd Floor, Capitol Plaza Tower, Frankfort, Kentucky 40601. Phone: 502/564/6606 or 502/564-3472 FAX: 502/564-6771

- **Maine ($2,000,000, year one)**
  Contact: Christopher D. Lyons, Department of Education, Division of Applied Technology, Station #23, Augusta, Maine 04333. Phone: 207/287-5854 FAX: 207/287-5900

- **Massachusetts ($5,500,000, year one)**
  Contact: Lisa Blout, Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA 02108 Phone: 617/727-1313 FAX: 617/727-5570

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22

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- **Michigan ($8,000,000, year one)**
  Contact: Tom Beaton, Michigan Jobs Commission, School- To-Work Office, Victor Office Center, 201 North Washington Square, 3rd Floor, Lansing, MI 48913 Phone: 517/373-6432 FAX: 517/373-8179

- **New Jersey ($6,000,000, year one)**
  Contact: Thomas Henry, Office of School-To-Work, CN 500, New Jersey Department of Education, Trenton, NJ 08625-0500 Phone: 609/633-0685 FAX: 609/777-1051

- **New York ($10,000,000, year one)**
  Contact: Robert Porzik, New York State Education Department, Phone 518/474-4809 FAX: 518/474-0319. Deborah Sale or Miles Wight, Office of Lt. Governor Stan Lundine, State Capitol, Room 247, Albany, NY 12224. Phone: 518/474-8623 FAX: 518/473-3444

- **Oregon ($3,000,000, year one)**
  Contact: Bill Braly, Oregon Department of Education, Office of Professional and Technical Education 255 Capitol Street NE, Salem, OR 97310-0203 Phone: 503/378-3584 FAX: 503/378-5156

- **Wisconsin ($4,500,000, year one)**
  Contact: Office for Workforce Excellence, Department of Industry, Labor and Industrial Relations, 201 E. Washington Ave, Room 231, Madison WI 53702 Phone: 608/266-0123 Fax: 608-267-0330

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